DOCUMENT RESUME

ED 305 321 SO 019 817

TITLE	Lessons in Law for Middle Grades: Grade Seven.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
SPONS AGENCY	North Carolina Governor's Crime Commission, Raleigh.
PUB DATE	88
NOTE	64p.; For other booklets in this series, see SO 019 769 and SO 019 814-816. Some materials are printed on colored paper.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Curriculum Enrichment; Foreign Countries; *Foreign Culture; Grade 7; Instructional Materials; Junior High Schools; Justice; *Law Related Education; Legal Responsibility; Resource Units; Social Studies; State Curriculum Guides; Teacher Developed Materials
IDENTIFIERS	Authority; *North Carolina

ABSTRACT

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade seven contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and seven teacher developed lessons that focus on foreign affairs and cultures. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the seven lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305321

Lessons In Law For Middle Grades

GRADE SEVEN

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

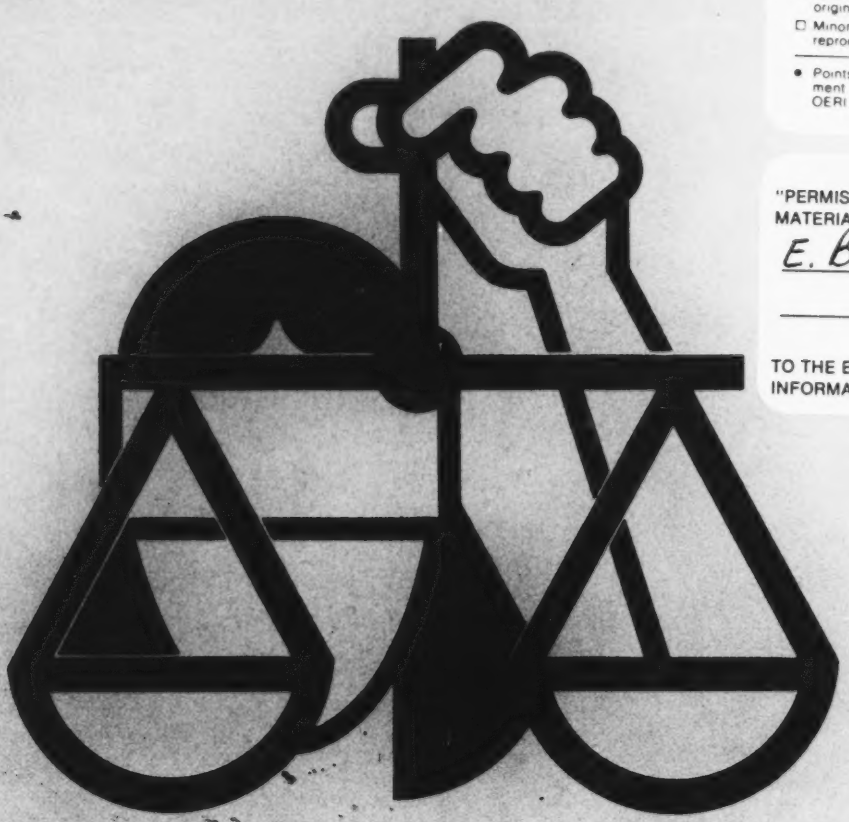
X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. BRUMBACK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



SO 019 817

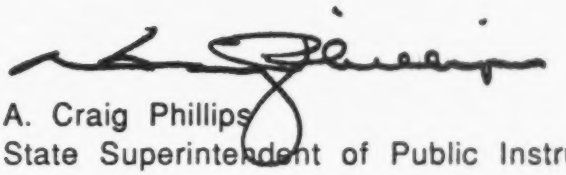
Division of Social Studies • North Carolina Department of Public Instruction

FOREWORD

Teaching about the law is an important part of the social studies curriculum. There is evidence that this strand of the curriculum is very beneficial in terms of preparation for citizenship for all students and in the reduction of delinquent acts among juveniles.

The materials introduced and developed by the Lessons in the Law for Middle Schools project are designed for grades 4-8 to enliven, enhance and reinforce the objectives of social studies curriculum.

We are grateful to the Governor's Crime Commission for providing the resources for this project and to the teachers who contributed to the development of these materials. We are confident that the positive impact of this project will be felt by thousands of students over the next few years.



A. Craig Phillips
State Superintendent of Public Instruction

LESSONS IN LAW FOR MIDDLE GRADES

GRADE SEVEN

CONTENTS

FOREWORD	i
CONTENTS	ii
ACKNOWLEDGEMENTS	iii
PROJECT OVERVIEW	iv
INTRODUCTION	1
ILLUSTRATIVE ACTIVITIES FOR AUTHORITY	2
ILLUSTRATIVE ACTIVITIES FOR JUSTICE	4
ILLUSTRATIVE ACTIVITIES FOR RESPONSIBILITY	5
HANDOUTS 1-14	8
TEACHER DEVELOPED ACTIVITIES	37

ACKNOWLEDGEMENTS

The following seventh grade teachers participated in the project:

REGION 4

Merrilee Bordeaux
James Coleman
J. D. Gore
Gene A. Thurman
Georgianna Temple
Ann Sessoms
Peggy Bulla
Anita Locus
Larry Hendon
Annie J. Ellison
Sharon Waicus
Cathy Farthing
William Munn, Jr.
Sandra LaCarter
Carlene Burns
Pam Simmons
Johnny A. Cue
Steve Newsome
Gene Horne
John Bridgers
Kathy Regan
Nancy Davis

REGION 6

Norma Coleman
Carol L. Cauble
Wyndy Rorie
Lillian McKnight
Pam Harrington
Diane Marx
Margaret Lathan
Nancy K. Rorie
Karen Vanduer
Brenda Thompson
Elizabeth Shaw
Virginia Huntley
Beverly Price
Pam Carvell
Darrell Bost
Linda Stoner
Dorothy Roberts
Karen Cox
Wayne P. Diggs
Kelly Hedgepath
Bromley Sharrett
Bruce Ericson
John Puntch
Edith Lee Lane
Betty Brooks
Ilene F. Loner
Linda Wilson
Richard Anderson
Patsy Riner

This publication and the activities of the Lessons in the Law for Middle Schools project was made possible because of the support of a grant through the Governor's Crime Commission. This funding supported the development of these materials as well as the printing of this publication. The views reflected in this publication do not necessarily represent those of the Governor's Crime Commission or the Federal granting agency.

Some of the lesson formats used in the illustrative activities are based on formats used by the Center for Civic Education in the Law in a Free Society Curriculum.

PROJECT OVERVIEW

The Lessons in the Law for Middle Schools project is a part of a much larger effort to make the study of law and legal concepts an integral part of the North Carolina social studies curriculum. The project is funded for two years by The Governor's Crime Commission. The first year of the grant has been devoted to working with a select group of teachers in grades 4 through 8 to produce practical, easy-to-use lessons for teaching about the law. These lessons will be made available to other teachers who teach at the same level. Teachers selected for the initial year of the project received two days of inservice education related to the concepts of authority, justice, and responsibility in eight workshops held throughout the state. During the workshops, each teacher was asked to produce a lesson related to one of the concepts. The lessons were designed to be completed with a typical in class in 1-3 days. Preparation of the lessons was started during the workshops and completed by the teachers on their own immediately following the workshop. The lessons were first fieldtested by the writer and later critiqued and in some cases fieldtested by other workshop participants. Some of the evaluations of the lessons were done in a one day follow-up workshop. Each lesson was revised on the basis of the field-test and critiques. Several of the lessons are included in the activity booklets produced by the project. Not all of the lessons produced by the participants have been included. Some lessons, though quite useful, contained copyrighted material that could not be reproduced. Others required the use of commercially produced materials. If additional resources become available in the future, more of the lessons produced by participants in the project will be printed and distributed.

Each of the lessons included in the booklets are correlated to the North Carolina social studies curriculum for grade 4, 5, 6, 7 or 8. These lessons will be used in a series of one-day workshops during the second year of the project to introduce teachers to practical strategies for teaching about authority, justice, and responsibility. These workshops will be designed to provide teachers with a better understanding of these legal concepts and to acquaint teachers with the lessons produced during the first year of the project.

The lesson development activities and the workshops associated with the project were facilitated by the regional coordinators for social studies of the Division of Social Studies, Department of Public Instruction. If you are interested in learning more about the law-related education strand of the social studies curriculum or if you are interested in workshops for teaching about the law, you may contact the social studies coordinator by calling the regional education center for your area of the state.

INTRODUCTION

Included in the North Carolina Standard Course of Study for Social Studies are specific goals which define what students should learn about the law. There are goals for each grade, grades four through eight, which focus on the concepts of authority, justice, and responsibility. The general goals below are the focus of the activities found in these materials. Specific goals and objectives are listed for each teacher-developed activity.

The learner will:

- understand the concept of authority as it relates to citizenship in a democratic environment.
- be able to analyze cases involving the concept of responsibility and choose responsible courses of action when presented with situations requiring action.
- understand the procedural, distributive and corrective aspects of the concept of justice.
- participate effectively in groups.
- identify and define problems and suggest ways to solve them.
- demonstrate growth in self management.

The information and ideas found in these materials are not intended to supplant the existing social studies curriculum. Rather, they are intended to enhance the curriculum and supplement available textbooks, locally prepared teacher guides, and other supplementary materials.

On pages 2 through 36, you will find illustrative activities for teaching middle-grades students about authority, justice, and responsibility. These are followed by lessons developed by classroom teachers.

AUTHORITY

Authority is a basic legal concept that students should learn about during the middle grades. This concept will be better understood by students if they have opportunities to analyze rules, laws, policies, and the responsibilities of those in positions of authority and leadership. The following activities are examples of how students can be directed to focus on authority.

ANALYSIS OF CRIMINAL STATUTES

In order to have students better understand such concepts as "property crimes," "crimes against the person," "aiding and abetting," and "accessory to a crime," have students analyze the simplified versions of North Carolina statutes included in this package. Other statutes may be substituted if you so desire. The six analysis questions, labeled as Handout 1, may be used as a tool for examining a variety of statutes, rules, and policies.

The recommended procedure is to:

- provide students with the analysis questions in Handout 1.
- review the questions so students will understand the intent and purpose of each. What appears very obvious to adults may require some explanation for students.
- provide students with a copy of one of the statutes in Handout 2. Have them read the statute and carefully answer <u>each</u> question for the statute under consideration. First have students answer the questions individually. Then place them in groups of four to six students to discuss their answers. When assigning students, use a method that assures that each small group is representative of the overall class. After being placed in groups, students should attempt to reach a consensus on the answer to each question. It may be necessary to discuss the meaning of consensus and rules for reaching consensus with your students. If you do not have enough time to complete both steps of the assignment in class, you may have the students answer the questions individually as a homework assignment and complete the small group assignment in class. Following the small group assignment, lead a class discussion using the student responses to the analysis questions as a starter. Draw upon student experiences as a part of the discussion and use analogous examples when appropriate.

This activity may be repeated using a variety of rules and/or laws as the focus. The use of outside resource people can enhance the effectiveness of this activity. If the focus is upon a particular type of law or rule, you may want to have an expert available to discuss the student responses to the questions in the rule evaluation activity. For example, someone from the District Attorney's office will greatly enhance a discussion of criminal statutes. The principal of your school is an expert in school law.

ANALYZING RESPONSIBILITIES OF INDIVIDUALS IN POSITIONS OF AUTHORITY

Analyzing the responsibilities and desirable characteristics of individuals in positions of authority and leadership will help students understand the need for having individuals in positions of authority in families, in the workplace, and in government. A wide range of individuals may be considered in this type of activity. Authorities relevant to the lives of students or to topics that are included in the curriculum may be the focus of these discussions. Individuals studied should include government officials, political candidates, and officeholders plus individuals from a variety of professions. Such activities will foster the development of skills needed to become intelligent voters and decision-makers.

The recommended procedure is to:

- select a position of leadership for students to consider.
- have students either brainstorm or do research on the powers, duties, limitations, and privileges of a person in that position of authority or leadership. These should be listed on the chalkboard, an overhead projector, or chart paper so the class can see them.
- discuss the lists with the class. The discussion will lead to a better understanding of the position under consideration.
- have students list personal characteristics that are desirable in a person holding such a position.
- consider real or contrived candidates for the job. Do not allow your students to consider someone for the position until they have completed the first two steps in the activity.

Handouts 3, 4, and 5 contain information on candidates for three positions: a babysitting job, a school bus driver and a district court judge. After discussing powers, duties, limitations, and privileges of an individual in the position under consideration, provide each student with a description of the candidates for the position. Have them individually select the person they feel is best suited for the position. After they have made their individual selections, place them in small groups to discuss and defend their selections. After a few minutes in small groups, conduct a discussion involving the entire class, and consider such questions as: What influenced your choice? Did some personal experience influence your choice? Did you have enough information to make a choice? What else would you like to know about the candidates?

Discussions of responsibilities and desired characteristics of individuals in positions of authority and leadership may be extended by focusing on authorities familiar to most middle-grades students. A few are listed below:

President of the United States
School Board Member
Law Enforcement Officer
State Legislator
Supreme Court Justice
Military Officer
City Council Member
Airline Pilot
County Commissioner
United States Senator
National Leaders from any country studied

As discussions are held regarding individuals in positions of authority, you may want to have someone who holds such a position available to discuss the position with students. If you are discussing the role of judges, have a judge discuss his/her duties.

JUSTICE

Justice is a second concept that should be emphasized with middle-grades students. They can improve their understanding of justice by analyzing and discussing situations that raise questions such as: How can wrongs or injuries be fairly corrected? How can burdens and benefits be fairly distributed? Were the procedures used to gather information and to make decisions fair? Several of the illustrative strategies are examples of ways to involve students in a discussion of justice issues.

Students can gain insight into how society attempts to deal with a wide range of problems by analyzing the cases in Handouts 7, 9 and 11. Similar situations from various cultures will help students better understand those cultures. The suggested procedure for looking at the criminal cases is similar to the procedure that is suggested for examination of laws, rules, and policies. Students are confronted with situations and guided to think about the nature of the problem, the severity of the problem, and mitigating and aggravating circumstances.

The recommended procedure is to:

- provide students with copies of the questions in either Handout 6, 8, or 10. The type of case used will determine which set of questions are appropriate. You may need to modify and/or explain the questions to assure that students understand them.

- provide each student with one of the cases found in Handout 7, 9, or 11 or other cases you identify.

- allow sufficient time for students to think about and answer each question for the situation they have been assigned. Point out that not all questions apply to each case. If it is determined that a question does not apply, students should make a note of it and move to the next question. Students should be instructed to answer each question to the best of their ability. It should be pointed out that there are no "correct answers" in the usual sense. However, some answers will be better than others.

- allow students to first answer the questions individually. After students answer the questions, have them discuss their answers with other students in small groups. The group task should be to reach a consensus or at a minimum discuss the merits of each proposed answer. The strategy for grouping should be similar to the one used in the activities related to justice.

After the small group discussions, conduct a class discussion drawing upon individual and group responses to each question. During the discussion let the students support their positions using arguments based on experience, knowledge of the law, perception of right and wrong, and what they feel will be fair to all parties.

In addition to or in the place of the situations provided, teacher may choose to create more appropriate ones for their classes. They may choose examples from current events or the daily lives of students that are related to fair ways to correct wrongs or injuries or fairness in the acquisition and use of information in governmental decisions. Some examples, relevant to the middle grades social studies curriculum, involving the fair distribution of burdens and benefits are:

- Who decides which students go on a class field trip and how is this decision made?
- What type of foreign aid--humanitarian, military, economic, should the United States and other nations provide developing countries?
- How are decisions about the allocation of jobs for the unemployed and better paying jobs for the under employed made?
- How are the tax burdens associated with various types of economic activity fairly distributed?
- How are welfare benefits for various groups such as the elderly, poor and children determined?
- How can lawmakers fairly decide which community will be affected by a new highway, waste dump, or airport?
- How can regions and groups to benefit from various government programs be fairly identified?
- How can regions and groups to benefit from new ideas and inventions be fairly identified?

Lawyers, judges, court counselors, and other government officials can be valuable resources when discussing situations related to justice.

RESPONSIBILITY

Responsibility is a third fundamental legal concept that should be taught to middle-grades students. It is closely related to both authority and justice. One of the dilemmas in handouts 12, 13, and 14 or one that the teacher creates can be used to get students involved in discussions of issues related to responsibility. There are two types of issues for discussion. Students should be encouraged to think about situations which require them to make choices about the right course of action. Students should also consider situations which involve making decisions about when one should be held responsible. Handouts 12, 13 and 14 provide examples of both types of issues. There are questions for each situation to guide student discussion of the issue(s) involved. The questions that students consider when discussing such problems require perspective-taking. In terms of social and intellectual development this skill should be a high priority. With experience in viewing problems from many points of view, students will be better prepared to act responsibility.

For maximum impact follow the procedures outlined below:

- Have students read or listen to the situation.

- Following the presentation of the situation, ask a few comprehension questions to determine students' understanding of the facts. Ask questions that clarify the identity of the main characters. Also ask questions that probe students' understanding of the sequence of events. Be sure that students know the significance of each character or event.

- After the facts have been established, ask students to take a position on what the central character should do and think of reasons to support their decision. It may be helpful to require students to write down their positions and reasons so that they will remain committed to them in the initial stages of the discussion.

- After students are committed to a position, poll the class to determine the extent of disagreement among class members. If the class is clearly divided over the desired course of action or who should be held responsible, place students in small groups of three to five students who are on various sides of the question. The small group task is to try to reach a consensus on the best solution to the problem and agree on the best reasons for the recommended solution.

- Following the small group discussions, hold a class discussion of the problem. During both the small group and class analysis of the problem, use the questions which follow the situation to focus and enliven the discussion. The questions are intended to raise the most obvious issues and to encourage perspective-taking.

- If the class is clearly in agreement on the best solution to the problem, an alternative method of directing the discussion may be used. Before placing students in small groups, have them brainstorm a list of reasons for advocating the solution they agree upon. Place the list on the chalkboard, an overhead projector, or a chart. The small group and class discussions now focus on the reasons; with the task of deciding which reasons are the most compelling ones for a particular action as the primary focus.

QUESTIONS FOR EVALUATING LAWS, RULES, AND POLICIES

1. What law did the legislature make?

2. Why did the legislature think the law was needed?

3. What can be done to solve the problem other than make a law?

4. What could be the benefits of this law?

5. What could be the harmful effects of this law?

6. Is there anything wrong with this law?

7. Do you think this law should remain the same, be changed, or be repealed? Why?

SIMPLIFIED LAWS

Aiding and abetting

A person is considered to be aiding and abetting in criminal activity if present when the crime is committed and advises, encourages, or otherwise helps the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Accessory

A person is considered an accessory to a crime if he or she is not present when the crime is committed but has knowledge of the crime before or after it is committed and offers advice, encouragement, or assists the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Extortion

A person who threatens someone directly or indirectly for the purpose of gaining anything of value is guilty of extortion if convicted. (Punishment is imprisonment of not more than ten years and/or fine.)

Felonious Breaking or Entering

A person entering or breaking into a house for the purpose of stealing property, damaging property, or injuring someone is guilty of felonious breaking and entering, if convicted. (Punishment is imprisonment of not more than ten years or a fine.)

Breaking or Entering Vehicle

A person who enters a motor vehicle, boxcar, boat, trailer, or aircraft with the intention of committing a larceny or felony is guilty of breaking or entering a vehicle, if convicted. (Punishment is imprisonment of not more than five years.)

Breaking into Coin- or Currency-Operated Machine

A person who breaks into or otherwise opens a coin- or currency-operated machine without the consent of the owner is guilty of breaking into coin- or currency-operated machine, if convicted. (Punishment is imprisonment of not more than five years.)

Injury to Real Property

A person who intentionally damages, injures, or destroys the property of another is guilty of injury to real property, if convicted. (Punishment is imprisonment for not more than two years and/or fine.)

Defacing a Public Building

A person who writes on, marks, defaces or injures the walls of a public building, facility, statue or monument in a public place is guilty of defacing a public building, if convicted. (Punishment is imprisonment for not more than six months and/or fine of not more than $500.)

NOTE: These laws are very generalized and simplified. The adult penalty is included to demonstrate that society disapproves of these actions regardless of the age of the offender.

CANDIDATES FOR BABYSITTER

CANDIDATE 1

NAME: Sarah Jane Nelson

AGE: 16

SEX: Female

EDUCATION: junior high school

INTERESTS:
Swimming, horseback riding, fishing and reading

PREVIOUS EXPERIENCE: None

REFERENCES:
Three favorable references including her eighth-grade homeroom teacher, her mother and her next door neighbor

---

CANDIDATE 2

NAME: Judy Ann Brown

AGE: 17

SEX: Female

EDUCATION: Two years high school

INTERESTS: Dancing, singing in the choir, drama and tennis

PREVIOUS EXPERIENCE:
YMCA camp counselor, three years babysitting, office assistant, pool and snack bar and school day care center

REFERENCES: Three favorable references from previous employers

CANDIDATE 3

NAME: Ken Madison

AGE: 16

SEX: Male

EDUCATION: One year high school

INTERESTS: Football, golf, model airplanes, video games and dating

PREVIOUS EXPERIENCE: Worked in summer Boy Scout camp, lifeguard at local swimming pool, four years babysitting experience

REFERENCES:
Three favorable references including previous employers

CANDIDATES FOR SCHOOL BUS DRIVER

CANDIDATE 1

NAME: Eric White

AGE: 17

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Academics (honor roll student), debate team

PREVIOUS EXPERIENCE:
Has driven heavy farm machinery, including trucks for several years

REASON FOR SEEKING JOB:
Needs to save money for college

CANDIDATE 2

NAME: Ann Jones

AGE: 37

SEX: Female

EDUCATION: Two years college

INTERESTS:
Girl Scout leader, taking trips with her two daughters and husband

PREVIOUS EXPERIENCE:
Has driven church bus and van and has transported numerous children in car pools for several years

REASON FOR SEEKING JOB:
Needs extra spending money

CANDIDATE 3

NAME: Ed Green

AGE: 16

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Member of football and track teams

PREVIOUS EXPERIENCE:
None other than good record with personal car.

REASON FOR SEEKING JOB:
Needs gas money for his new sports car.

CANDIDATES FOR DISTRICT COURT JUDGE

CANDIDATE 1

NAME: Sue Johnson

AGE: 42

SEX: Female

MARITAL STATUS: Divorced, two children ages 12 and 16

EDUCATION:
Law Degree from
Duke University

INTERESTS:
Volunteers in local schools and is active in Mothers Against Drunk Driving.

PREVIOUS EXPERIENCE:
Private law practice five years, juvenile police officer three years before attending law school

STATEMENT OF PHILOSOPHY:
Believes that society should be protected from criminals by being tough on criminals, particularly those who commit crimes against children and the elderly

---

CANDIDATE 2

NAME: John Allen Reid

AGE: 32

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from North Carolina Central University

INTERESTS:
Big Brother program, Jaycees, plays tennis, volunteer firefighter

PREVIOUS EXPERIENCE:
Public defender two years, assistant district attorney three years, and private law practice five years

STATEMENT OF PHILOSOPHY:
Believes that society should find ways to rehabilitate criminals, believes that poor defendants should get better legal counsel

---

CANDIDATE 3

NAME: Richard Lee Jamison

AGE: 44

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from Georgetown University

INTERESTS: Horses, golf, and church work

PREVIOUS EXPERIENCE:
District court judge four years, district attorney four years, and private law practice ten years.

STATEMENT OF PHILOSOPHY:
Believes that the criminal justice system works extremely well, believes very little can be done to improve it.

CORRECTIVE JUSTICE

1. Identify the crime/problem.
2. How serious was the crime/problem?
3. How many people were involved, how much property, how much land, how many plants, animals, or other things of value were affected?
4. Over how long a period of time did the crime/problem take place?
5. How great an effect did the crime/problem have?
6. How offensive was the crime in terms of right or wrong and human dignity?
7. Was the crime the result of an intentional act?
8. Was the crime the result of recklessness?
9. Was the crime the result of carelessness or thoughtlessness?
10. Did the person know that he or she was committing a crime?
11. What was the person trying to accomplish?
12. Had the person done something like this before?
13. How did the person feel about what he/she had done?
14. Did the person act alone, as a leader, or as an accomplice?
15. Did the victim contribute to the crime/problem?
16. Should the person be punished, forgiven, or required to pay restitution? Explain how this should be done.

CORRECTIVE JUSTICE CASES

A CASE OF GREED

Jenny knew that one of her teachers, Ms. Jones, enjoyed popular music and had a large collection of stereo tapes in her car. She knew about this because Ms. Jones had given her a ride home one day after school when it was raining. She had learned from some older boys in the neighborhood that a second-hand store in town would buy used tapes, tape players, radios, and stereos. The boys said that the owner had bought stolen items from them on several occasions. Jenny started to think. Rarely did she have enough money to do all of the things she wanted to do. If she could steal a few things to sell, she could have more spending money. One afternoon after school as she walked through the school parking lot, she spotted Ms. Jones's car. It was unlocked. There were about fifty tapes and a small cassette recorder in the car. Temptation got the best of her. She took the tapes and the recorder. She put them in her gym bag and walked away. She asked her older brother to take them to the second-hand store and sell them. Her brother sold them and gave her $25. She was very careful not to spend the money all at once. She was afraid that her parents or someone else would notice and question her about where she got the money. Ms. Jones had reported the theft to the police, but no progress had been made in solving the crime.

Several weeks passed and the money ran out. Jenny was sure that no one suspected her. As she rode her bike in the park one afternoon, she saw a young couple beside a stream. Up the hill from where they stood was a park bench and picnic table. On the table was a large "jam box". The table was out of the view of the couple. She was sure the "box" belonged to the people beside the stream. Temptation struck again! She rode past the table and grabbed the "box". She rushed home. Her brother was the only person there. He agreed to sell the "box". This time she got $40. Her luck ran out. The police had been observing the second-hand store. They questioned Jenny's brother and learned of Jenny's involvement. Then they questioned her.

AT THE WRONG PLACE AT THE WRONG TIME

Jerry and some of his friends were playing on the playground at the elementary school in their neighborhood. They were playing basketball on an outdoor court. The building was locked. Some of the boys needed to go to the restroom. They found an open window and entered the building to use the restroom. As they were preparing to leave, they heard footsteps. It was a security guard. They ran down the hall as fast as they could. In their haste, several of the boys crashed into a large glass display case in the hall. To their dismay it shattered. Fortunately, nobody was hurt. The security guard shouted for them to stop. They were absolutely petrified. The security guard called the school principal. She told the boys that they had unlawfully entered the building and had vandalized school property by breaking the display case. The boys' parents were called.

UNAUTHORIZED SALES

Tom brought bubble gum to school in order to sell it on the bus and in the school building. He doubled the price and sold the gum to students. Some students spent their lunch money on Tom's gum. His sales activity was against school policy. When Tom's business activities were discovered by the assistant principal, he was summoned to the office.

A CASE OF LIABILITY

Mike's teacher sent a note to his parents to inform them that he had not turned in a science booklet which was to be recorded as a test grade. Mike did not show the note to his parents. Instead he signed his mother's name and returned the note to the teacher. When the teacher recognized the signature as a forgery, she told him to come by after school.

IS IT ASSAULT?

Joanna happily boarded the school bus at the end of the day. It was the last day of the school year. In her excitement about school ending, Joanna slung her bookbag across the seat, hitting Lucy in the forehead. The blow caused a cut that required six stitches.

TOO MUCH TARGET PRACTICE

David and Brian lived in a rural area. After school and on weekends they enjoyed playing in the woods and fields near their home. Both boys had air rifles. When they had enough money to buy pellets, they enjoyed shooting at stationary targets with their rifles. Sometimes they shot at paper targets, cardboard boxes, and metal cans. They tried their skill in all sorts of positions - kneeling, standing, and lying down. They talked about how much fun it would be to enter competitions when they were older. Perhaps, someday they would be good enough to compete against men and women from other countries. Both boys were very good marksmen. Their parents knew of their interest in shooting and had instructed them in gun safety. Sometimes they were allowed to target practice with shotguns and rifles under their parent's supervision. What both wanted was a chance to shoot at moving targets. They had tried this once and realized it was far more difficult than hitting a stationary target.

After target practice in the woods one day, the boys were riding their bikes home. It was nearly dark. They were kidding each other about who was the better shot. Brian told David that if he was as good a shot as he said, he could hit Mr. Brown's horse as it ran beside the fence. The horse would sometimes trot beside the fence as the boys rode past. David stopped, took aim and hit the horse squarely in the side. The horse neighed and ran quickly away. The boys laughed and kept going. A little farther along Brian said, "I'm going to really show you something. See that cat walking on Mrs. Barnes' fence? I'm going to really sting it." He stopped, took aim, and fired. He missed. He fired a second time. This time he hit the cat. The boys laughed and continued on their way home. That evening they learned that the first pellet had struck Mrs. Barnes' storm door and cracked the glass. The second shot hit the cat and blinded him in one eye. Mrs. Barnes found a BB pellet on her porch. The veterinarian removed the second pellet from the cat's eye. The veterinarian's bill was $95. The boys' parents were called. When confronted with what had happened, the boys admitted what they had done. They said they knew better and were terribly sorry.

IS IT WORTH IT?

Becky lived near a shopping mall. She often went to the mall to hang around and talk with her friends when she had nothing better to do. Once in a while she would do some shopping for her mother. One day when she was in the mall and none of her friends were around, she got bored. She went into one of the large department stores. First, she looked at the cosmetics and then at the clothes. Later she went back to the cosmetics area. There she saw a cosmetic kit that she really wanted, but did not have enough money to buy. The salesclerk in the cosmetics department was helping a customer. It was a slow day. There were no other shoppers nearby. Becky slipped the kit into her handbag and walked out of the store into the mall area. Just as she left the store, Becky was stopped by a security guard. The guard took her to the store office. He examined the contents of her bag. He told her that she had been observed through the store's video security system slipping the cosmetics into her bag. Becky offered to return the merchandise. She asked if she could call her parents and get money to pay for them. The store manager said no and called the police. The police came and called her parents at work. They were upset at what had happened.

A CASE OF EXTORTION

Billy, a big boy for his age, told Greg to bring him a specific baseball trading card or he would beat him up. The next day when Billy learned that Greg had ignored his request, he twisted Greg's arm and tied him to a door in the boys' restroom. Greg was late to class because of his ordeal. When he explained what happened, Billy was sent to the principal.

DISTRIBUTIVE JUSTICE

1. What benefit or burden is to be distributed?

2. What person(s) or group(s) are being considered as recipients?

3. Which person or group has the greatest need?

4. Which person or group can best use, apply, or handle what is being distributed?

5. What has the person or group done to receive this burden?

6. Does the person or group qualify for this burden or benefit?

7. Which person or group deserves what is being distributed?

DISTRIBUTIVE JUSTICE CASES

EXTRA HOMEWORK

Sue, Tom, and Jane are advanced students in Mrs. Martin's fourth-grade class. Each week they are out of the classroom for three hours attending special classes. Sue, Tom, and Jane have to make up their classroom assignments each time they go to a special class. The makeup work is usually assigned as additional homework. Mrs. Martin has a problem. She is not sure if she should give additional homework assignments to students who do not go to special classes. She wonders if it will be fair to give extra homework to three students without giving extra homework to the rest of the class. After all, the students have spent the same amount of time in classes. If extra homework is to be given only to those students in special classes, should she give more homework to those who leave the classroom for remedial work? What will be the fairest thing for Mrs. Martin to do?

EXTRA CLASS WORK

At Stony Creek School the music teacher offered extra classes in recorder to those students who wished to participate. Most of the students in Mrs. Gardner's class chose to attend. A small number were left in the classroom. They were assigned extra math work to do. These students and their parents did not think the additional math practice was fair. Is the additional math work fair?

WHO SHOULD BE REWARDED

The West Street PTA offered an ice cream party to the class with the highest sales in the annual magazine sale. Two classes tied for first place. The budget has enough money to provide a party for only one class. An analysis of sales charts shows that in one class all students sold magazines. The sales in the other class were the result of the work of one student. His sales account for 90 percent of the class total. Should the principal try to find a way to reward both classes or should he reward the class in which all students contributed and invite the high salesperson from the other class? Which solution will is fairer?

WHO IS BEST QUALIFIED ?

Each homeroom at Mills Creek Elementary School chooses a reporter for the school newspaper. To be eligible, a student must have good handwriting and grammar skills. There are two students in Ms. Ruppard's homeroom who badly want this position. Jerry is a good student in every sense of the word. His grades are excellent. He has never had any behavior problems at school. His interests are pretty much academic. Jill also wants the job. She is quite different from Jerry. Her grades overall are not good. However, she is a good writer. She is well rounded, enjoys sports, and is well liked by other students. She seems to know everything that goes on in the school and community. She has a hard time following rules. She has been to the principal's office twice for problems on the school bus and in class. Which student deserves the privilege of representing Ms. Ruppard's class as a reporter?

WHO SHOULD PAY?

Sally borrowed a library book from Mary. Sally left the book on the porch while she played with her dog. Her mother called her for dinner. Sally forgot about the book. During the night Sally's dog chewed the book. It was so badly damaged that it had to be replaced. The book was checked out on Mary's library card. Should Sally bear the total expense or should Mary share in the cost, since the book is officially checked out to her? Do the parents of either girl have any responsibility for helping to pay for the damage?

PROCEDURAL JUSTICE

1. Do you need to know anything else about this case?
2. Is this information secret or public?
3. Was the information presented effectively?
4. Were both sides fairly represented?
5. Was the information reliable?
6. Was public notice of the hearing or meeting given in advance?
7. Were everyone's rights protected?
8. Were the decisions in this case fair?

PROCEDURAL JUSTICE CASES

THE MISSING MONEY

Donald, a fourth grader at Oakview Elementary School, was excited about selling candy for the school's annual fund raiser. The class was pleased that Donald took fifty candy bars to sell. Donald did sell all the candy. However, he spent the money on himself. This matter was called to the attention of the principal. The principal notified Donald's parents of the problem and asked them to come for a conference. During the conference, Donald's teacher explained what had happened and indicated that several class members had observed Donald playing video games and attending movies more than usual. Donald explained that he lost the money. He indicated the money spent for video games and movies came from money he had saved. The principal said that since the money was missing, Donald and his parents would have to replace it. He also stated that Donald would be punished by being placed in detention for five days. Donald's parents agreed to allow Donald to either earn the money or take it from his savings. Was Donald treated fairly?

THE BOOK THIEF

Patrick loved to read books. His parents bought him many books and took him to the public library frequently. However, Patrick had another way of getting books. He was stealing them from his school library. He had stolen twenty or more books before the librarian discovered the theft. The librarian, his teacher, and the principal were very upset about the incident. Patrick was a good student in the academic sense. He made good grades and did well in all of his subjects. However, almost every week he was in some type of trouble. He had been punished often by his teachers and the principal. This time the principal felt that more drastic measures had to be taken. He called in the juvenile officer from the local police department. The officer came and talked to Patrick and his parents and he filed a complaint with the juvenile court counselor. The counselor talked to the principal, the librarian, Patrick's teacher, his parents, and Patrick. After ten days the counselor decided that Patrick did not need to go to court. He encouraged Patrick and his parents to pay for the books. He also required Patrick to attend a special class on Saturday morning for pre-delinquent youth. Was Patrick treated fairly?

THE COUNTERFEITER

At Riverdale Elementary School the students pay for their ice cream in the lunch line and receive a red ticket which they redeem at the ice cream box. George, who is in Mrs. Smith's class, devised a scheme for getting free ice cream. He found paper which was the same color as the ice cream tickets in the the trash can. He cut the paper the proper size, made some tickets for himself, and gave the remaining tickets to his friends. George and his friends used them to buy ice cream. It was not long before the fraud was discovered. The principal immediately summoned George to the office. He questioned him and suspended him from school for three days. He sent a letter to George's parents telling them about the incident and punishment. His letter also requested a conference with George and his parents. The principal also called in the other students who had used counterfeit tickets, assigned them to detention for one week, and wrote letters to each of their parents. Were George and the other offenders treated fairly?

DOES KNOWLEDGE BRING RESPONSIBILITY?

Scott and his friends were making plans for Halloween. They were thinking of things to do that would really attract attention. They decided that it would be fun to go through a nearby, well-to-do neighborhood, taking pumpkins from front porches and smashing them on the sidewalk. They reasoned that if they did this on Halloween, they would not be punished. If someone saw them, they probably would not be recognized since they were a few blocks from home and would be wearing Halloween masks. They figured their parents would not suspect anything since they would be out "trick or treating." The conversation took place in the school cafeteria. Beth and Susie overheard the discussion and were concerned about what they had heard. They were afraid that if the boys followed through on their plans they might get hurt or in trouble. Certainly the people in that neighborhood would be upset. Beth and Susie worried about what they had heard for the rest of the day. They did not want anyone to get hurt and they did not want to be considered accessories to a crime. But they also did not want to be labeled as "finks," or tattletales. Should Beth and Susie tell or should they remain silent?

1. Did Beth and Susie have the right to listen to Scott's plans?

2. What obligation do the girls have to other citizens, the police, and the boys?

3. If the boys cause property damage, should the girls be held responsible in any way for what happens?

4. What do you think will happen to the girls if they tell?

5. If you are a homeowner, police officer, or Scott's parents, what do you want the girls to do?

6. Does a person have an obligation to go to the authorities if he or she has knowledge of actions or events which are likely to harm others?

THE LIBRARY BOOK

Patsy Richardson was new at Cedar Springs Middle School. She liked reading. Melissa Robbins, the first girl she met at her new school, also enjoyed reading. The day after they met, the girls agreed to go to the public library after school. Patsy was eager to know where it was and to get a library card. At the library the clerk called Melissa's attention to some new books. Patsy saw a book that she wanted to check out. The clerk gave her an application for a library card, and told her that her mother must sign it before she could get a library card..

"I must have this book," insisted Patsy.

"But you don't have a card," Melissa said.

Patsy replied, "You can check it out for me."

"That's fine," said the clerk. "But Melissa will have to be responsible for the book."

On their way home, the book slipped from Patsy's arm and fell into a puddle of water. It was badly damaged. Several days later when Patsy returned the book to the library, the clerk immediately called Melissa and told her she owed $5 for the damaged book. Melissa called Patsy and ask her to pay for the book. Melissa out pointed that Patsy was the one who had damaged it. Patsy refused, reminding her that the clerk had told her that she would be responsible for the book. Who is responsible?

1. Is it possible to follow a rule and still be wrong?

2. If Patsy fails to pay for the book, how will it affect her relationship with Melissa?

3. If you were the library clerk, what do you think Patsy should do?

4. If you were Patsy's parents, what do you think she should do?

5. If you were Melissa's parents, what do you think she should do?

6. Should Patsy be given a library card?

7. Should anyone ever be held responsible for the actions of someone else?

THE COMPUTER GAME

Jamie and Lewis were on their way home from school when suddenly Lewis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on, Jamie," Lewis said. "It will only take a few minutes."

As they entered the store, Lewis headed straight for the section where the toothpaste was kept. A big display of miniature video games caught Jamie's attention and he walked in that direction. Lewis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and went to get Jamie. Jamie was standing at the counter, playing with a game when Lewis found him.

"Come on, Jamie," said Lewis. "Let's go."

"Okay, Lewis," Jamie replied.

Just as they were leaving, Lewis saw Jamie quickly stuff a game into his pocket. "Jamie, did you take that game?"

"No," said Jamie.

"You did," said Lewis. "I know, I saw you. You'd better put it back."

"Yeah, I did," said Jamie, "and it's none of your business. What are you going to do about it?"

"I could tell the people who run the store," said Lewis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you it's none of your business, so just forget about it, will you?" Jamie said angrily.

"I'm warning you, Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare!" Jamie snapped.

Should Lewis tell the cashier?

1. How will Lewis feel if he does tell? does not tell?

2. Which is more important in this case, telling the cashier or maintaining a good relationship with his friend?

3. What might happen to the relationship between the two boys if Lewis tells?

4. Suppose Lewis does not tell and a store employee or a security guard catches Jamie, should Lewis be punished as well?

5. If Lewis's parents were available to advise him, what do you think they would want him to do?

6. Is it ever right to steal or be tolerant of those who do steal?

WHAT IS IT REALLY LIKE ?

CONCEPT: Authority

GOAL 7: The learner will understand the need for authority.

OBJECTIVE 7.4: Know examples of rules, laws, and customs affecting the lives of individuals in Africa and Asia.

PROCEDURES

A. MOTIVATION

Ask students how they view their responsibilities to their family and society. Are the rules they must live by consistent with those responsibilities? After a brief discussion, tell the class they are going to learn about responsibilities and rules in Japanese society.

B. DEVELOPMENT

Tell students they will be reading descriptions of the lives of two Japanese, Yuko Moro and Takano Haruo. Distribute Student Handout 1. After students have completed the reading, (The reading may be tape recorded so students can read along with the tape), ask:

1. What are Yuko Moro's responsibilities to her family?
   to her employer?

2. What are her father's responsibilities?

3. What are her mother's responsibilities?

4. Are these responsibilities determined by laws? by custom?

Distribute Student Handout 2. After students have read about Takano Haruo (The reading may be tape recorded so students can read along with the tape.), ask:

1. What are Takano's responsibilities to his family? to his school?

2. Did you find out anything about his mother's responsibilities?

3. Did you find out anything about his father's responsibilities?

Conclude by asking what limitations and restrictions customs place on Yuko Moro. What limitations and restrictions do they place on Takano Haruo?

MATERIALS: (Provided)
Student Handouts 1 and 2

C. CULMINATION

Have students compare Yuko Moro's and Takano Haruo's lives to their own or to that of people they know. What limitations or restrictions does custom place on the lives of young Japanese? What restrictions or limits does custom place on the lives of American students? What are the similarities between American youth and and the Japanese in this respect?

YUKO MORO - THE GIRL WITH SKILLFUL HANDS

A pretty young lady of 19, Yuko Moro works for the mammoth Matsushita Electric Industrial Company, the largest maker of household electrical appliances in Japan.

Much of the credit for Matsushita's success should go to the thousands of smart young lady workers like Yuko Moro. One of the great secrets of the success of Japan's electronic manufacturing industry can be found in the dexterity of the hands of its many women workers.

Satisfied in her work and happy at home, Yuko is no different from other girls of her age, representing more or less the general life of young female workers in Japan today.

Each morning, Yuko gets up a little before 6 a.m. Her two elder sisters, sharing the same room with her, are usually still fast asleep. After a quick make up job, followed by a simple breakfast, she leaves for work, seen off only by her mother. She commutes by train, changing twice and taking about one hour.

After changing into a company uniform, Yuko becomes one of the 1,200 workers in Matsushita's radio department, where she has been assigned since April.

The nineteen workers in her section gather to hear reports about their progress or discuss the particular work schedule for the day with the foreman or a supervisor. Then in a practice developed and applied throughout the Matsushita Company, they recite the company's guiding principles, calling for service to society through industrial production.

At 8 a.m. sharp, the belt conveyer starts moving, part of the mighty mechanism which turns out 700,000 radios a month. Her job is to fix to the outer cabinet of the panel carrying the speaker and an antenna.

Before entering the company after graduating from high school, Yuko knew nothing about handling such tools as soldering irons or power screwdrivers. But she can now use these tools with superior skill. She is quick to grasp the needs of her work and that is why she is posted on the assembly line to turn out large radio sets, a demanding job.

"I was very much worried about my ability at first. I was not sure how fast I could go." Yuko says, recalling her "apprentice" days.

Does she do repair work when electrical appliances break down at home? "No," she replies with a mischievous smile.

At lunch time, she joins her friends in the company dining room which can serve 1,200 workers. She has a choice from among nearly ten dishes, at half the ordinary price. But one of Yuko's friends makes it a rule to bring a Bento (lunch box) prepared by her mother. "It's economical and tasty," she says happily.

Reflecting the Westernization of eating habits in Japan, quite a few of the girls like to enjoy a light dessert following the meal, usually cake and coffee or milk.

Yuko and her friends spend about 20 minutes for lunch and then go out into the courtyard to talk and stroll or to exercise at a game like volleyball or badminton.

Her afternoon shift begins at 12:45 p.m. and runs until 4:45 p.m. when the bell calls it a day and the assembly line comes to a halt. But Yuko is not yet free. She must make up a daily report, evaluating her work herself. Quality control meetings and discussions on how to solve problems are held at times.

In the late afternoon Yuko joins a club activity -- volleyball. Volleyball has gained great popularity since the Japanese women's team won a gold medal at the Tokyo Olympics in 1964.

She leaves the plant about 6 p.m. She sometimes drops in at an Okonomiyaki snack restaurant, serving a kind of fried pancake. There she passes the time pleasantly with some friends. She is usually the last member of the family to come home, at about 8 p.m. Supper awaits. Yuko's father Kumohiro, 59, operates his own tool plant helped by his wife. Yuko earns Y48.000 ($160) a month including taxes and receives a twice yearly bonus equivalent to three months' pay. In addition, she is entitled to various fringe benefits including free instructions in flower arrangement and the tea ceremony, excursions in the spring and autumn, and accommodations at company-run villas at resorts.

How does Yuko spend her salary? "Well, Y10.000 is deducted as savings by the company, another Y10.000 is saved at home, and I give Y10.000 to my mother for board. The rest is my pocket money," she says.

What is she saving for? "Of course, for the day when I get married," Yuko says without hesitation.

Two-thirds of the women workers at the plant find their husbands among Matsushita workers. And she thinks it is not a bad idea.

A happy occasion each week is Friday because Matsushita adopted the five-day week in April 1965.

"What do you do on weekends?"

"Let me see, I take care of a lot of trifles, putting things in order and doing washing. I also go shopping and sometimes bowling. We may also go out together for refreshments at a nearby tea parlor. In the evening I may play the guitar or go dancing."

Yuko and her two sisters live modestly although this is called the consumption age. Many girls of their age spend a lot of money on clothes and recreation, some even taking trips abroad.

Although the three sisters are of marriageable age, they still believe it's something for a far distant future. "They should think more seriously about their life, like trying to find a future husband," says Yuko's mother.

But Yuko's mind is far from such thoughts. "My dream at present? Well, now that I am earning money on my own, I want to go out on trips with my sisters," she says.

There is nothing unusual about her attitude toward life. Content and satisfied, she looks toward the future, feeling that the world is revolving around her.

TAKANO HARUO, A SIXTH-GRADER IN TOKYO

Hi, my name is Takano Haruo. I am eleven years old and live in the city of Tokyo. I am in the sixth grade. Next year I shall enter junior high school. Right now I am preparing myself to take entrance exams for the best junior high schools. The student body of these junior high schools will be chosen solely on the basis of these test scores. If I get into a good junior high school, then I will have a better chance of getting into one of the best high schools, and this, of course, can lead to one of the top national universities. Almost all good jobs go to graduates of these universities.

Let me tell you what my typical school day is like. My day starts about 7 a.m. I wash and dress while mother fixes my breakfast of rice, fish, and some salad greens. Usually I wear shorts to school. School starts at 8:30 a.m. and ends about 3:00 p.m. I ride the train to school. It is too far for me to use my bike. All of my books, pens, and junk are in a sack that has straps so I can wear it on my back. The subjects I take are much the same as yours, except that students planning to go on to high school must take English, in addition to Japanese. Our exams in English concentrate mostly on reading and writing, so speaking English is very difficult for me. I also take science and math. We learn how to swim and play many sports in our gym class. I like gym best of all. Lunch is at noon. Usually we bring our lunches from home. We eat at our desks as fast as possible so we can spend the rest of the hour on the playground.

I get home from school about 3:30 p.m. Mother usually has a snack ready for me. After I have finished eating, I take a short nap. This may seem strange to you. There is a good reason for it though. At six p.m. I must be at the second school I attend. This is a private school (juku) that will help me prepare for the upcoming junior high school exams. Classes here go on until 9:00 p.m. Most of my friends attend these classes too! Right now I am taking only English and an extra math course. I have many problems with math. My mother is very worried about this and has hired a private tutor to help me. He works with me every night for one hour. My homework usually takes me an hour and a half. I get to sleep about midnight. Truly, nowadays this is when I am happiest. I assure my mother that all is ready for the next day and fall off to sleep trying to think of things other than school work.

IS IT THE SAME ?

CONCEPT: Authority

GOAL 7: The learner will understand the need for authority.

OBJECTIVE 7.4: Know examples of rules, laws, and customs affecting the lives of individuals in Africa and Asia.

PROCEDURES

A. MOTIVATION

Tell students they are going to complete a questionnaire in class about themselves.

B. DEVELOPMENT

Have students individually complete the questionnaire in Student Handout 3. Instruct them to place their answers on Student Handout 4. Emphasize that the answer sheets will not be taken up and that all discussion will be voluntary. Give students time to complete the questionnaire. Read the questions to students if they have difficulty reading. Provide an opportunity for students to discuss their responses freely, either in small groups or as a class. After a few minutes of discussion, distribute the Japanese responses to the same questionnaire. These should be the primary focus of the lesson. It may be necessary to explain the Japanese responses to some less able students. Discuss similarities and differences of the students' responses with the Japanese responses. In the discussion focus on who the students in each society feel responsible to and who they feel responsible for. Discuss responsibilities, limitations, and restrictions as they relate to laws or customs.

MATERIALS: (Provided)
Student Handouts 3, 4, and 5

C. CULMINATION

Have students discuss, create collages, or write point-of-view paragraphs on the topic: "What limitations or restrictions are placed on individual behavior in Japan? What is the basis for these restrictions?"

QUESTIONNAIRE

(Place your answers on the answer form.)

1. Who heads the list as the most "respected" person in your life?
2. Have your parents helped you have a positive (good) attitude toward achievement in education? (yes or no)
3. If you fail in school, does that cause either of your parents to suffer? (yes or no, Which one?)
4. Do you feel guilty if you fail? (yes or no) If the answer is "yes," to whom do you feel accountable?
5. Do you feel ashamed when you fail? (yes or no) If the answer is yes, why do you feel ashamed?
6. Who has had the biggest part in rearing you?
7. Is the reputation of your family name important to you?
8. Would you do any job rather than receive money for doing nothing? (yes or no)
9. Do you feel that you should do well for the sake of your family and relatives, or do you try to do well mainly for your own sake? (family, self, both)
10. Is there any group to which you would like to belong? (yes, no, which one)
11. Should you be taught discipline? (yes or no) If so, who should teach you?
12. Who has more control over you? (mother, father, other)
13. Which is more important to you?
    a. To plan and work for short-term or long-range goals.
    b. To learn who you are, how you can enjoy yourself, and how you can be happy.
14. Is getting a good education stressed in your family? (yes or no)
15. Does success mean a good education and a good job, or does it mean something else? (yes or no) If it means something else to you, please explain briefly. (on the back)
16. When looking for a job, what kind of a job would you be looking for:
    a. A job where you can make a great deal of money? (but you don't like the job)
    b. A job that is easy?
    c. A job that has no physical labor involved?
    d. A creative job?
    e. A job that you would like, but does not pay as much as you want and is hard work?
17. When you are old enough to get married, do you want to choose your mate or do you want your parents to choose? (self, parents)

QUESTIONNAIRE ANSWER SHEET

(Place an X mark in the blank to mark answers provided. Use the space provided to explain answers)

1. _____

2. Yes _____ No _____

3. Yes _____ Which?_____

   No _____Both _____

4. Yes _____ No_____ Mother ____ Father___ Self _____ Other _____

5. Yes _____ No _____ Why do you feel ashamed?

6. _____

7. Yes _____ No _____

   Explain: _____

8. Yes _____ No _____

   Explain: _____

   _____

9. Family _____ Self _____ Both _____
   (Put an * by the main one.)

10. Yes_____ No_____ Which? _____

11. Yes _____ No ____ Who? _____

12. Mother ___ Father ____ Other _____
    (Put an * by the main one.)

13. a. _____ b. _____

14. Yes _____ No _____

15. Yes _____ No ____ Explain : (On back of page)

16 a._____ b._____ c. ____ d.____ e. ____

17. a. Self ____ b. Parents _____

QUESTIONNAIRE: JAPANESE RESPONSES

1. The Japanese respect both parents. The father is aloof and away a great deal, but highly respected. The mother and children have a special dependency relationship.
2. Parents most definitely encourage a positive attitude toward achievement in education. Much emphasis is put on finishing junior high school, then high school, and even more on the college examination.
3. The mother uses her suffering to force the child to try harder in order to achieve. The individual who fails causes visible suffering to the one who bore, nursed, and loves the child. The father suffers too, but it may not be immediately perceived by the child.
4. Guilt is felt directly by the individual. Guilt caused by a lack of achievement can only be corrected by greater effort and future success.
5. Shame is reflected on the family name, including generations of ancestors. Specifically, the mother bears the bulk of shame.
6. The mother is responsible for all aspects of childrearing. She has great influence over the child.
7. The reputation of the family is very important. Children feel an obligation to succeed for the sake of the family name.
8. Unemployment in Japan is roughly 1 percent. Very few accept unemployment insurance. Most Japanese would accept any job, rather than receive money free. Hard work is as natural as life itself. This ethic of labor can be seen as an expected outgrowth of relationships and expectations nurtured in the family.
9. Achievement is just not for the individual but for family position, honor, and Japan. In achievement the family is the focus of the individual's efforts to succeed. Men working for companies live through their work experiences. The worker contributes to the whole. He does not get ahead for himself, but sees prosperity as a team effort.
10. The family, and the company, once a Japanese gets a job, are the most important groups for the Japanese. The company has a great influence on the male and his family.
11. The family is responsible for teaching discipline. There is concern because now many grandparents do not live with the family, and thus no longer provide instruction in the strict code of behavior. Yet it appears that the stable relationship between mother and child continues to be a powerful element in child-rearing practices.

12. The life-long identity of the individual, because of his family and family name, is reinforced through the value structure which emphasizes girl, or doing one's duty. When the child goes to school, the teacher provides an extension of the mother's role in moral training.
13. The Japanese pursue the achievement of long-range goals with commitment and tenacity. This trait is learned in childhood. Pressure is put on the child to achieve in small things each day as preparation for success in life goals for himself and family.
14. The Japanese drive for position and wealth is attributed to academic discipline and achievement. Through the education system, all have a chance to attain some degree of success. This is constantly reinforced in the family setting.
15. Success comes through hard work and achievement. A good education begins at an early age. Every student must attend school through age 16.
14. No one is held back, and only a few students drop out of school.
16. Prior to World War II, the work ethic stressed status with little emphasis on material wealth. Today, position is still the most important factor, but interest in salary, security, and bonuses is growing.
17. Today, the young people of Japan are exercising more and more freedom choice of a mate. In the past most marriages were arranged by parents. This is rapidly changing.

LESSON 7-3

TRAGEDY AT BHOPAL

CONCEPT: Justice

GOAL 8: The learner will know how to evaluate issues of corrective, distributive, and procedural justice.

OBJECTIVE 8.1: Identify and analyze cases or situations involving issues of corrective justice.

PROCEDURES

A. MOTIVATION

Read Part A of the teacher notes aloud to the class or summarize it. Teacher notes for this activity are found on pages 55-57. Ask students, for either reflection or discussion, how they think such disasters can be avoided in the future. Do students think this is just an isolated case or are there other disasters waiting to happen? Who should be held accountable when such disasters occur?

B. DEVELOPMENT

Review with the class the information in Part B of the teacher notes about the disaster. Ask questions which probe student understanding of the following

- How is methyl isocyanate made?
- What are the effects from exposure to it?
- What is the treatment for those exposed?
- What were the main events leading to the disaster?
- Who was possibly responsible for the disaster?
- Who was responsible for previous accidents at the plant?
- What recommendations were in the 1982 inspection report

Divide the class into groups of 5 to 7 students. Distribute Student Handout 6 and have each group respond to the questions. A member of the group should be appointed as recorder and be prepared to report to the class for the group.

MATERIALS: (Provided)
Student Handout 6

C. CULMINATION

Focus on what can be done to correct the problems at Bhopal and what can be done to prevent future disasters of this sort. Read aloud or summarize Part C of the teacher notes.

Teacher Notes on the Bhopal Disaster

Part A

It was an unseasonably cold night that evening of December 3, 1984, in Bhopal, India, a city of 900,000 located in the central part of the country. In the shantytowns thousands of poor families were asleep. At the railway station people were waiting for the early morning trains. At the Union Carbide plant where pesticides were produced, a maintenance worker spotted a problem. A storage tank holding 40 tons of methyl isocyanate, a highly volatile deadly chemical used in manufacturing pesticides, was showing a dangerously high pressure reading. The worker summoned his boss, who notified his supervisor, but by then it was too late. The siren was sounded at 2:00 a.m., but many people thought a fire had broken out at the plant and rushed directly into the poisonous cloud. The gas covered 24 square miles of the city in the less than thirty minutes before the tank could be sealed. Survivors described what happened to them as "both a burning and suffocating sensation." They said "it was like breathing fire." There was an acrid smell in the air, a pall of white smoke on the ground. People were running helter-skelter, gagging, vomiting, and defecating uncontrollably. They were collapsing and dying. Dogs, cows, and buffalo lay on the ground, shuddering in their death throes.

A few hours later, as the sun rose over Bhopal, it looked as if a bomb had struck. Humans and animals littered the ground like paper cups and popcorn boxes on the floor of a recently-emptied theater. Bhopal was a city of corpses. Bodies were piled outside the mortuaries to be disposed of. Muslims had to be buried four and five to a grave. The Hindu funeral pyres burned continually for days and lumber had to be shipped in to keep up with the demand for fuel for the funeral flames.

The city's hospitals were crowded with sufferers. Many of those affected by the poisonous gas were already suffering from malnutrition - old people, poor people, children. Massive doses of antibiotics and vitamins were needed, but the victims were being treated with glucose, painkillers, even antacids - whatever was available and could ease the pain. Survivors could become afflicted with tuberculosis, brain damage, kidney and liver infections, blindness, and sterility.

Part B

<u>What is methyl isocyanate?</u>

Methyl isocyanate (MIC) is a poison for which there is no antidote and no treatment. The process of manufacturing MIC is very dangerous. First, carbon monoxide is mixed with chlorine to form phosgene gas. This is then combined with methylamine to produce methyl isocyanate which is used to make Sevin Carbaryl, a pesticide which is effective on 100 different crops and 180 insects. Insecticides kill by attacking the nervous system. The first effect is watering of the eyes and damage to the cornea as the insecticide is absorbed into the cornea cells, making them opaque. As MIC is inhaled, it constricts the nasal and bronchial passages and the larynx. This irritates and inflames the lungs, causing them to accumulate fluids. The victim can thus drown in his own lung

fluids. Treatment for exposure to MIC - for any survivors there might be - includes air rich in oxygen, sedatives, and pain-killers. The only "good" thing about MIC is that it does not linger in the environment, as it is broken down by moisture such as rainfall and morning dew.

What happened to cause this disaster?

A leak occurred when up to 240 gallons of water entered a storage tank containing the deadly MIC. The water caused a runaway chain reaction that turned the liquid pesticide into a lethal cloud of gas that quickly floated over Bhopal. The real problem began when the MIC seeped into the open air. It should have passed through a "vent scrubber," a small chimney-like device filled with a caustic soda solution that renders the gas harmless. At the time of the accident, the vent scrubber was under repair, the flare tower (which would have carried the fumes away in the upper air) had been shut down for two weeks, and the cooling system inside the storage tanks, which might also have helped the situation, had been out of order for months. It was reported that when the government inspector made his monthly visits to the Bhopal plant, he rarely set foot outside the plant manager's office.

More than 2,500 people died in Bhopal as the immediate result of this disaster, and more than 200,000 were injured. Yet only one of the 120 workers in the Union Carbide plant died.

Who should be held responsible for this disaster?

Warren Anderson, chairman of the board of Union Carbide, was quoted in the aftermath of the Bhopal disaster as saying, "Safety is the responsibility of the people who operate our plants," blaming the Bhopal employees. "You can't run a $10 billion corporation all out of Danbury (Connecticut)."

One report issued by Union Carbide hinted at sabotage. "A leak could have been inadvertent or it could have been deliberate," Anderson told reporters; "If criminal conduct caused the Bhopal accident, then victims would have to sue in Indian courts where the damage payments would be much lower." But one analyst charged that Anderson's statement was a "carefully orchestrated attempt to influence upcoming legal hearings." He added that "Union Carbide assured the people of Bhopal of their safety and look what happened to them."

When Anderson arrived in Bhopal after the accident, he was arrested and charged with "corporate and criminal liability" and "cruel and wanton negligence." But after being held under house arrest for less than eight hours, he was released under a $2,100 bond and flown to New Delhi.

There had been a history of accidents at the Bhopal Union Carbide plant before this one occurred. A fire in December, 1978, sent black smoke over the city. In December, 1981, a worker died when a gas leak occurred at the factory. Two weeks later another leak left 24 people seriously ill. In October, 1982, a connection between two pipes broke and gas seeped into the nearby shantytown, causing a mini-riot. Two minor leaks occurred in 1983. In January, 1984, a worker died from a chemical allergy.

When the Union Carbide plant was built at Bhopal, an Indian law existed requiring factories manufacturing dangerous substances to be built at least 15 miles from population centers. This law had been ignored. One state representative, Mahendra Karma, had waged a campaign on industrial safety issues, but he had been ignored by his fellow politicians.

In 1982, a twenty-one page inspection report on the Union Carbide Bhopal plant cited more than ten major safety violations. Oversights might have continued as plant managers practiced cost-cutting measures to show a profit in the business. Major concerns in the report had dealt with the absence of a water-spray system to control possible gas leaks, numerous faulty safety valves and instruments, and the risk of releasing MIC into the air. But in 1982, Union Carbide officials began stringent cost-cutting measures. By 1983 the number of workers in MIC production had been cut from twelve to five. The maintenance engineer on one shift was eliminated. In addition, the plant experienced frequent personnel changes and many supervisors had been transferred.

Part C

Pesticide poisoning is a major problem in developing countries. Since 1982, 375,000 cases of pesticide poisoning have occurred. These cases have resulted in more than 10,000 deaths in developing countries.

Firms like Union Carbide continue to locate new business operations in the developing countries of the world. In the United States, safety regulations have evolved as technology has evolved. In developing countries, however, advanced technologies such as that required to produce Sevin Carbaryl can be put into place much faster than government decision-makers can churn out safety regulations. Many developing countries are desperate for capital investment - for jobs and salaries and a better standard of living for their people. Proper safety and health safeguards take a backseat to these legitimate concerns.

The disaster in Bhopal was the worst industrial accident in history. It left more than 2,500 dead and 200,000 injured. No one person can be held responsible for an accident of this magnitude but many can be held responsible in part.

The "Times" of India reported that indeed a crime had been committed, "the crime of having attached greater importance to production and profits than to proper maintenance."

The Bhopal Disaster

1. Who is responsible for the injuries resulting from the gas leak ?

2. Why should (he, she, they) be held accountable?

3. What should be done to help the families of the victims and the survivors?

4. What can be done to prevent this kind of accident from happening again? Who should do it?

LESSON 7-4

MARRIAGE CUSTOMS IN INDIA

GOAL 7: The learner will understand the need for authority.

OBJECTIVE 7.4: Know examples of rules, laws, and customs affecting the lives of individuals in Africa and Asia.

CONCEPT: Authority

PROCEDURES

A. MOTIVATION

Ask students: Do you plan to marry? Have any of your older brothers and sisters recently married? What are some ways of meeting a marriage partner? Is it your parents' responsibility to help you find a mate? How would you feel if your parents chose your husband or wife?

B. DEVELOPMENT

Briefly introduce the lesson by reading the introduction to Student Handout 7. Define caste, dowry, extended family, and horoscope. Choose good readers/actors to present the point of view of each character to the class. This may be done through a role play of each characters' position or a reading of the part of each character from Student Handout 7. Divide the class into small groups of 3 to 5 students. Assign a recorder/reporter for each group. Give each group member a copy of Student Handout 8. Following the group discussion, the recorder/reporter should report the consensus of the group on each question. Try to involve as many students as possible in the discussion by allowing varying points of view to be heard on each question.

Conduct a class discussion of the costs and benefits of putting the good of the family or the group as a whole above individual goals.

MATERIALS: (Provided)
Student Handouts 7 and 8

C. CULMINATION

If natives of India live in the local community, have students interview them about modern marriage customs. The interviews can be recorded using audiotape, videotape, or pen and pencil and shared with the class. An alternative to the interview is to find prepared sources for students to use in learning more about marriage customs in India.

Marriage Customs in India

Marriage is the most important decision made in many Indian families. The ceremony and dowry can be quite expensive, especially for the family of the bride. The Indian family is frequently an extended family, including aunts, cousins, uncles, and grandparents. Important family decisions such as the marriage of single family members involve all adults in the family. Most marriages are arranged and are a compact between two households rather than two individuals. Although caste restrictions have been outlawed and women's roles expanded in modern India, the old customs continue to have much influence.

ROLES

PREMA: I am Prema, a young Indian girl of the merchant caste, whose family are Hindu. I have great respect for my parents. They are devoted to the old traditions, and what they desire is more important to me than anything else. Since I started college, I have met and fallen in love with Keshaw, a man of the Brahmin caste. We have discussed marrying, but marriage outside one's caste is unthinkable for most older Indian men and women. I do not want to marry someone I have never seen before, as my mother and grandmother before me did. How can I find happiness if I bring disgrace and sorrow to my family?

FATHER: I am Prema's father. My daughter is already past the age when most Indian girls marry. It is time I speak to her about arrangements that were made many years ago. In recent years some modern families have resorted to advertising their daughters in marriage. Fortunately, an acquaintance of mine had a son born four years before our daughter Prema was born. While they were still children, my friend and I agreed that his son and my daughter would marry when the time came. Recently we settled on the dowry - jewels, gold, silver, rupees - and an astrologer was consulted. I have investigated the young man and find him to be good and gentle, not stingy, and not a heavy drinker. His family is well-to-do, and he attends the university. As a part of my daughter's dowry, I will pay the remainder of his costs at the university. If I had three daughters like my friend Raja, I would have to go into debt for many years in order to find them suitable husbands. I am sure that I have made a wise choice for Prema, and she will grow to love her husband whom she will soon meet.

ASTROLOGER: I am an astrologer. I studied astronomy at the university and have many charts to consult. Prema's father came to me, and I studied the position of the stars and planets at the time Prema and her fiance were born. The stars point to a happy and fruitful marriage. If I had given an unfavorable report, Prema's parents would have broken the engagement, and the search for another husband would have begun. Sometimes minor problems can be overcome by having the couple perform certain rituals such as fasting or promising to go on a pilgrimage. In this case, that was not necessary. My services are required in all marriage preparations.

MOTHER: I am Prema's mother. My daughter will surely have a good marriage. She has beautiful skin, fine features, and is healthy. She is modest, well-bred, and educated - but not so much that she will be too forward and forget her duties and proper place. I have taught her to cook well, sew beautifully, and follow her religious teachings faithfully. She must go to her husband's home and be an agreeable, obedient wife and daughter-in-law. I am glad that Prema has not disgraced us by asking to marry outside our caste. I have recently heard of a family in the next village who disowned a daughter when she chose to marry into a higher caste. They now consider her as dead. I have told Prema that love is not necessary for a good marriage. Devotion to the husband, children, respect, honor, and obedience are more important. Love will come later, in a gradual way, as it did for me.

SMALL GROUP DISCUSSION QUESTIONS

1. What are Prema's father's powers in this arranged marriage? What are his duties?
2. What duties does Prema's mother have in preparing for the marriage?
3. What are the limitations or responsibilities that Prema has? Are there any privileges that she has?
4. What are the possible consequences if Prema disobeys her parents?
5. Is Prema's duty to her parents greater than her responsibility to herself?
6. Are there advantages and disadvantages to arranged marriages? If there are advantages, list them. If there are disadvantages, list them also.

CASTE

CONCEPT: Authority/Responsibility

GOAL 18: The learner will know the roles of persons and groups in African and Asian societies.

OBJECTIVE 18.3: Evaluate changes in the status of religious, ethnic, racial or social groups in societies of Africa and/or Asia.

PROCEDURES

A. MOTIVATION

Ask students: Who has the most influence over you? Who has authority over you? Accept all responses. Then ask: Why does this person have this authority? Accept all responses. Lead students to mention such ideas as rules, laws, family relationships, customs, traditions.

B. DEVELOPMENT

Before distributing Student Handout 9, review the following items with the class to give students a better understanding of the caste system.

Untouchables: did jobs that society considered unclean such as picking up trash and tanning leather.

Harijans: 1920's term meaning "Children of God"

dharma: duty, or the way people are supposed to act

varna : a class or division in Indian society

karma : fate or destiny

Kshatriya : a caste division composed of the descendants of the warriors or nobles who ruled land as kings or princes

Brahmin a caste division composed of the descendants priests who had great wealth and power

Vaishya a caste division composed of farmers, craft workers, and merchants

Point out that the traditional caste system was inflexible and demanded rigid ways of living for each group. Distribute Student Handout 9 and have students read about Myank. Debrief the reading by using the questions at the end of the handout. Divide class into six heterogeneous groups. Give each group one of the scenarios in Student Handout 10. Each group is to list customs and traditions that affect the way the people in that scenarios behave. Ask students: Who or what seems to have most authority over the lives of the people we have considered today? Is it a person? a law? a rule? a tradition? Have students reflect on these questions, write answers or discuss them orally.

MATERIALS: (Provided)
Student Handouts 9 and 10

C. CULMINATION

Have students research the ways the government of India is trying to improve conditions for Harijans and raise their social standing.

A Drink of Water

Myank, who now lives and teaches in the United States, returned to his native village to visit with his father who is old and in poor health. One day as he walked slowly through the village with his father, he stopped at a well to get a cooling drink. It was hot and Myank was thirsty. He began to lower the bucket into the well.

Myank's father looked on in horror. For a minute he remained silent. Then he commanded Myank to leave the well. Myank had forgotten! This well, by tradition, was for one caste and one caste only. If Myank had drunk from the well, he would have shamed himself and his family. Myank's father had been horrified at the possibility of having the family dishonored.

Like millions of other Indians, Myank no longer believed in such harsh caste distinctions, but he couldn't defy them. So- he obeyed his father. To have drunk the water from the well would have been a serious violation of the customs of his village which still followed traditional ways.

If Myank, even after years in the United States, had remembered to which caste the well belonged, he probably wouldn't even have walked near it. Caste customs may be weakening in the cities of India, but they are still powerful in the villages.

1. Why did Myank stop to get a drink?
2. Why did Myank's father stand silent when Myank began to lower the bucket into the well?
3. Why did his father order him away from the well?
4. Why did he obey his father immediately?
5. Why would the family have been dishonored if Myank had drunk from the well?
6. How flexible was Myank about the caste system? How flexible was his father?
7. What authority did the caste system have over Myank? his father?

Jawaharlal

Jawaharlal spoke to his friend from Calcutta. "I used to have to call on caste elders when religious rites were performed. Last May I invited a Brahmin to perform the wedding ceremony of my son, and he accepted. He did not eat my food, but he did eat from a bowl of food sent by a Brahmin family I know. The fact that the priest ate only from utensils and a bowl sent by the other Brahmin didn't offend me, because the very fact that he entered my home raised my social status."

Indira

Indira was speaking to her cousin from Bombay. "I am such a good, clean housekeeper that superior Brahmins visit us in our homes for religious services. One of the Brahmins that has visited us even took food at our home. This privilege is not available to other Harijans in our village."

Raja

Raja said, "My family has two members who are top government officials in the village. One is a police inspector, and the other is a magistrate. We are vegetarians, we have a very clean household. Brahmins come to my residence to conduct the religious rituals. This privilege is not available to other caste members in our village."

LESSON 7-6

PROPER USE OF POWER

CONCEPT: Authority

GOAL 7: The learner will understand the need for authority.

OBJECTIVE 7.1: Describe legitimate actions by authorities and abuses by authorities.

PROCEDURES

A. MOTIVATION

Review differences between living in a society governed by an authoritarian or by a democratic government. Begin with simple definitions such as under an authoritarian government, individuals have less voice in laws and decisions which affect them. There is also more opportunity for abuses of power in an authoritarian society. Under a democratic government, individuals often have a voice in lawmaking and the decision making process. Usually there is less abuse of power in a democratic society.

Note that extremely authoritarian and very democratic governments are at opposite ends of the continuum. Draw the following on the chalkboard.

Abuse of power Proper use of power
|_____|_____|_____|_____|

Give students situations such as the following and have them suggest circumstances in which these situations would be a proper use of power. Have students place these situations on the line from abuse of power to proper use of power and give reason for their placements. Students should use the numeral for each statement to mark the location of each on the continuum. Ask students to think of ways each statement may be changed to cause it to move to the opposite and of the continuum.

1. Your mom tells you to clean up your room.
2. Your basketball coach asks you to be sure to practice your new shot.
3. Your friend asks you to help her decide whether to buy the blue dress or the red one.
4. The principal announces that no one will be allowed to talk on the school bus.
5. You and your classmates vote on whether or not to have the class party on Friday or the following Monday.
6. The county Commissioners call for a referendum on school bonds totaling $10 million.
7. The city manager decides to reduce trash collection to once per week as a cost-cutting measure.
8. The governor puts the National Guard on alert to assist in crowd control in a labor dispute.
9. Your United States senator prepares and distributes a questionnaire which asks for citizen reaction to a number of issues before Congress.
10. A police officer arrests a suspicious-looking character for loitering.

B. DEVELOPMENT

Use information from Student Handout 11, "Indira Gandhi and Indian Democracy," as well as other sources to show Mrs. Gandhi's uses and abuses of power as prime minister of India.

Assign students individual events from Indira Ghandi's political career. Ask students to decide if she was properly using, or abusing her power in the situation. Have them write an essay explaining why they feel the power was properly used or abused.

MATERIALS: (Provided)
Student Handout 11
(Needed)
Information about Indira Ghandi's political career

C. CULMINATION

Ask: What might have happened had Indira Gandhi not used power when she did? What course of action might have won her the election of 1977?

INDIRA GANDHI AND INDIAN DEMOCRACY

The Indian people today are free to elect whomever they wish to represent them in their national governing body. The national governing body in India is called the Parliament.

Rules governing India are spelled out in a written constitution adopted in 1950. In this constitution, the basic rights of the Indian people are listed: freedom of speech, religion, and assembly.

In the Indian parliamentary system, many political parties compete for office. The party that elects the majority of the members of Parliament becomes the party in power. The prime minister of India comes from this party and is the leader of the Indian government. The Indian Parliament also elects a president, but it is the prime minister who makes the important decisions. The president only represents the Indian nation at important meetings and ceremonies.

In the 1970's the Indian nation was a troubled one. Droughts had made food scarce, and the price of food was high. Workers and students marched in the streets to protest rising prices and the seeming indifference of the government to their misery.

Prime Minister Indira Gandhi declared a state of emergency, suspending the written constitution. She had thousands of demonstrators arrested and thrown into jail. She outlawed criticism on radio, television, and in the newspapers by censoring broadcasts and newspapers. Then, in 1977, feeling secure in her control of the situation, she called for new national elections. Just before the election, she let her political opponents out of jail and allowed the press to go uncensored.

As a result, Mrs. Gandhi lost her seat in Parliament, and her own political party, the Congress Party, lost its power in Parliament to the Junata Party. Mrs. Gandhi was forced to resign as prime minister, and a leader of the Junata Party took her place.

While she was out of office, Mrs. Gandhi formed a new political party, the Congress-I Party. I stood for "Indira". In the 1980 parliamentary elections, the new Congress-I Party carried a majority of the voters, and Mrs. Gandhi soon became prime minister again. The voters seemed to approve of her authoritarian leadership, and she continued to hold office until she was assassinated on October 31, 1984, and was succeeded in office by her son Rajiv.

IS IT POSSIBLE?

CONCEPT: Justice/Responsibility

GOAL 23.1: The learner will know that the histories of regions and nations of Africa and Asia affect the lives of their people today.

OBJECTIVE 23.1: Understand the influence of an important event in the history of an African or Asian nation on the lives of its citizens today.

PROCEDURES

A. MOTIVATION

Give each student an outline map. Ask students to locate some of the most prominent countries in Asia such as Japan, China, Korea, the Soviet Union, the Philippines, Southeast Asia, and the Indian Ocean. Also locate these on a wall map, locate these places with the class. Point out the location of Hiroshima and Nagasaki.

MATERIALS: (Needed)
Asian outline maps
Asian wall map

B. DEVELOPMENT

Briefly discuss how the bombing of the cities of Hiroshima and Nagasaki hastened the end of World War II. Tell students that this was the first and only time that nuclear weapons have been used in wartime.

Divide the class into four groups. Give each student a copy of Student Handout 12. Have students read the portion of the handout entitled Background Information. Discuss how international events are affecting Japanese decisions about their national defense.

Have students read the portion of Student Handout 12 entitled Policy Decision. Discuss the options open to the Japanese government. Focus discussion on the fairness of each option and the most responsible course of action.

Provide each group with one of the scenarios in Student Handout 13. Ask them to make a decision about what Japan should do. Once again have students search for the fairest or most responsible course of action. Student groups will share "their" decisions with the class, asking for other suggested courses of action.

MATERIALS: (Provided)
Student Handouts 12 and 13

C. CULMINATION:

Ask the class to reflect on how something that happened so long ago - more than forty years - could influence people of Japan today.

MILITARY DILEMMA

Background Information

During World War II, Japan had two cities destroyed by an atomic attack. On August 6, 1945, Hiroshima was destroyed. Nagasaki was bombed on August 9, 1945. The destruction of these two cities brought World War II to an end in Japan, but it created a horror that still lives in the minds and hearts of the Japanese people. Because of the mass destruction of property and loss of life in each city, Japan has steadfastly refused to include nuclear weapons in its arsenal.

Since the end of the war, Japan has developed a nuclear capability. So far all uses of nuclear energy have been for non-military purposes. Japan has depended on the United States to provide for its nuclear defense.

Policy Decision

Japanese military intelligence reports indicate that potential enemies plan to build nuclear missiles aimed at Japanese cities. Japan is fearful of an attack if the United States does not maintain a nuclear deterrence capability in the East Asian area.

Japan has the capability to build its own nuclear weapons in about three months if the need should arise. The horror of the atomic attacks on Japan has up to now prevented them from constructing their own nuclear weapons.

As a member of the Japanese government, you must help make a decision about Japan's future defense needs. As you think about the decision you must make, consider the fair distribution of benefits and burdens for Japan and for the other nations involved.

The possibilities for Japanese action are:

1. Japan will develop its own nuclear weapons. This will include land-based and submarine missiles.
2. Japan allows the United States to put missiles on Japanese soil.
3. Japan allows United States submarines with nuclear missiles to patrol the waters surrounding Japan.

SCENARIOS

International incidents have focused American attention on the Middle East and other areas of the world. The United States government has warned the Japanese government that it is unable to maintain its usual level of nuclear defense because of these events. The United States has moved its mobile nuclear forces (ships and aircraft) from its bases in the Philippines to the Indian and Atlantic Oceans.
What should Japan do?

The Soviet Union and the United States have recently signed a treaty to reduce their nuclear weapons all around the world. The United States will dismantle 95 percent of its missiles. The only missiles left on either side will be defensive instead of offensive. These defensive missiles will be stationed only inside the United States and the Soviet Union. The program of dismantling the nuclear missiles will take place over a five-year period.
What should Japan do?

China and the United States are on the verge of war over events in Korea. Japan is in no way involved in the conflict between China and the United States. Chinese military strategy is to occupy Japan in order to prevent the United States from using Japan as a base to help Korea. Japanese military intelligence experts estimate that it will be at least ninety days before China can launch an invasion of Japan.
What should Japan do?

The total population of Japan is 121.5 million. The population density is 834 persons per square mile. With the number of people increasing and the land available for use remaining the same, more and more pressure is being placed on the already crowded population

The leaders of the Japanese government have been considering occupying countries in Southeast Asia before China can move to stop them. These countries will be a constant supply of food and raw materials. This will reduce the amount of Japanese land needed for food production and increase the amount that can be used for housing.
What should Japan do?